

Summer 2021
Transition Support

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1. Introduction

Transition in 2020 had its own set of challenges to which schools responded with creativity and positivity.

At the stage of writing, no-one knows what situation we are going to be in this summer in terms of mixing and bubbles, so planning for transition 2021 will present its own challenges. It is also worth remembering that in 2020, only a limited number of children were in school and some schools have reported that, as such, they had the extra capacity needed to develop new and effective responses to transition; this year, we are likely to have schools fully open, with staff not only having normal teaching capacities but also, potentially, teaching some children in school and some virtually. This means that planning early and being both proactive and flexible will be the key to a successful process this year.

We all know and recognise **the importance of effective and positive transition arrangements** for all children. There are **guiding principles that can support our transition planning** included in this document that are worth reviewing. These principles have been developed from a range of sources listed in the references and are, as such, grounded in quality research. We need to be especially aware of getting transition right for those **children and families who are more vulnerable, so we need to consider honestly the questions we need to ask ourselves to ensure we meet the needs of these children**. I have included information from the **Emotionally Based School Avoidance Document to support the list of questions provided for you to reflect upon and consider your provision for these groups of vulnerable children**. It is crucial that we learn from best practice in 2020, alongside what we know has worked in previous years and the guiding principles to deliver the best transition experiences possible, in challenging and unpredictable times, for all of Hampshire's children and young people, and especially those who are vulnerable and those moving between educational settings.

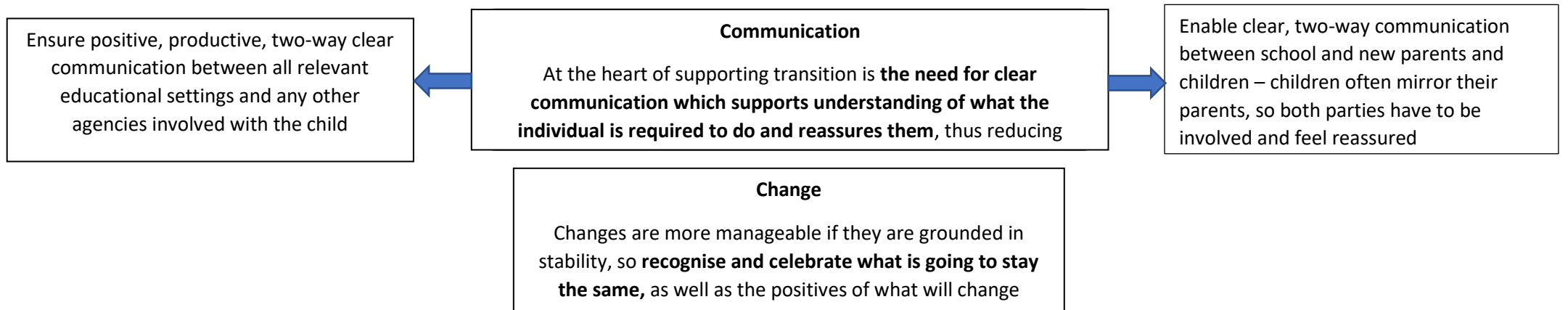
To support this endeavour, we have collated **successful transition strategies from a range of schools** who responded to our School Comms in November 2020. Please do look at the sections that relate to your phase(s) and see if any could be relevant and supportive for your children and young people (it is also worth looking at other phases too as the range of ideas and suggestions are impressive). Dovetailing some of these ideas with the Principles of Effective Transition, specific consideration of vulnerable children and your own best practice, alongside working in together closely with partner schools should result in a strong and positive process which will support your students and see them move well into the next phase of their education.

Please do contact me with any queries, suggestions, success stories and for further training opportunities.

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HIAS – Inclusion and Attendance

2. Principles of Successful Transition



Recognising and Addressing Changes – what do you do/can you do to address the following changes that can cause difficulties during transition?

Physical

Ensure students have an understanding of:

- The layout of the buildings, setting, rooms.
- The size of school
- The location of the school
- The number of people
- The routines of the organisation
- Any special places (e.g. yr 7 area, library, etc)

Philosophical/Ethos

- Clarity of values and ethos
- Demonstrate a clear sense of the school's culture
- Ensure there is a friendly, hospitable environment
- Showcase supportive and encouraging teachers
- Ensure a recognition of and support for developing resilience, self-esteem, and motivation
- Outline rewards, recognition and sanctions

Social

- Recognise and support potential changes in peer relationships
- Support strategies to help students make new friends
- Address worries about friendships and bullying
- Build links and connections within and between all stakeholders – staff, parents/carers, students...

Curriculum/Pedagogy

- Ensure children have the information to be active learners
- Share curriculum plans for first term during transition
- Explain the **how** not just the **what** of learning
- Share language styles and communication methods used
- Make new expectations and thinking clear and consistent – make no assumptions
- Share and encourage new opportunities